



# INDIANA EARLY LEARNING ADVISORY COMMITTEE

## Evaluation of Child Outcomes Workgroup

Meeting Minutes Summary

Date: June 12, 2014

### MEMBERS

Kevin Bain

Melanie Brizzi

Charlie Geier

Beckie Minglin

Tammy Veselsky

Alonzo Weems

### ADVISORY MEMBERS

John Burnett

Connie Sherman

#### Attendees:

Kevin Bain, Megan Purcell, Cathne Holliday, Danny Kelley, Jill Raisor, Charlie Geier, Jeanne Zehr, Heather Girton, Terri Kosik, Eva Zygmunt, Brenda Ragle, Amanda Lopez, Kyle Wehmann

#### Key Topics Discussed

1. Discussion of 16 researched assessment tools
2. Charlie: DOE has released an RFI to develop new comprehensive assessment tool for State, RFP will be developed in next 30 days
3. Recommendation: A kindergarten component should be part of the new assessment.
4. *User* reliability is an issue with use of assessment tools
5. Discussion of ISTAR-KR as “ours”, no cost to tweak or change it
6. Observation tools narrowed down to ISTAR-KR, COR, & Teaching Strategies GOLD
7. If we choose 2 assessment tools, they should show correlation.
8. The tools we choose need to be predictive.
9. Pros and cons of purchasing a multi-domain assessment tool vs. creating a “cocktail” of single-domains for what we need (*Most tools not sold in parts*)
10. Charlie: New DOE standards for 3<sup>rd</sup> grade focusing on college and career readiness (Discussion of Kentucky’s new assessment implementation)
11. Must factor in teacher turnover rate in PreK classrooms when discussing cost of professional development

#### Key Questions Raised:

1. How are we going to evaluate the impact of the longitudinal study on participating kids?
2. What sorts of kindergarten readiness (KR) tools will we recommend to feed into longitudinal study?
3. Should we use the same or related tool for Statewide KR assessment?
4. Is it more important to look at who would administer the assessment tool or is covering multi-domains more important?
5. Will the current RFI dictate KR assessment?
6. Better to use 3 single-domain assessments or 1 that covers all 5?
7. Have we ever surveyed teachers about their experience with ISTAR-KR?
8. How does the family engagement component compare between each tool?
9. How do other States augment the observational component?
10. What assessment tools are being used for national initiatives to increase the number of words spoken in low-income homes?
11. If preschool makes a difference, would the audience we are assessing care that much about the observation piece?
12. Where does the observation start and stop vs. where does the on-demand start and stop?
13. What are they measuring at 3<sup>rd</sup> grade that would be in harmony with what



we are trying to measure?  
 14. What would be the cost of purchasing multi-domain tools and using only parts of them? What would training roll out look like? Too complicated?

**Action Steps:**

1. Review the “cocktail” of 3 assessment tools: Bracken, Peabody Picture Vocabulary Test, and Social Competence.
2. Further review of the Child Observation Record, ISTAR-KR, Teaching Strategies GOLD, Brigance, and Learning Accomplishment Profile-3.
3. Teams will make reports about their reviews at July 10<sup>th</sup> meeting.

**Next Meeting**

Date: Thursday, July 10, 2014, 1p-3p

Location: UWCI Board Room, 3901 N. Meridian Street, Indianapolis, IN 46208

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